

NORTH AUGUSTA ELEMENTARY

400 E. Spring Grove Avenue
North Augusta, SC 29841

GRADES K-5 Elementary School

ENROLLMENT 849 Students

PRINCIPAL Dr. Angela B. Burkhalter 803-442-6280

SUPERINTENDENT Dr. Linda B. Eldridge 803-641-2428

BOARD CHAIR Dr. John B. Bradley 803-641-2431

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
17	47	6	1	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

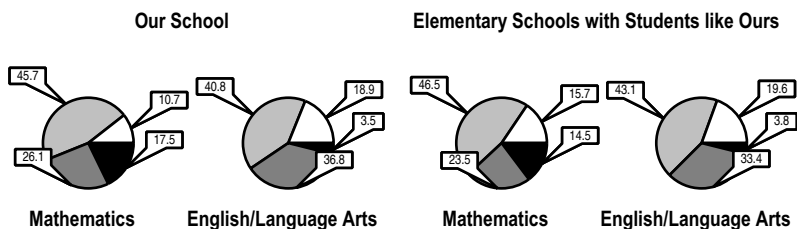
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	61	165	124
Percent satisfied with learning environment	98.3%	87.0%	91.6%
Percent satisfied with social and physical environment	100.0%	85.8%	78.6%
Percent satisfied with home-school relations	96.6%	93.3%	87.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	466	99.8	18.9	40.8	36.8	3.5	40.3	17.6
Gender								
Male	243	100.0	22.3	43.3	30.4	4.0	34.4	17.6
Female	223	99.6	15.1	38.0	43.9	2.9	46.8	17.6
Racial/Ethnic Group								
White	280	100.0	10.8	37.7	46.2	5.4	51.5	17.6
African-American	156	100.0	33.1	43.4	23.4	N/A	23.4	17.6
Asian/Pacific Islander	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	19	94.7	26.7	66.7	6.7	N/A	6.7	17.6
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	423	99.8	17.7	39.7	39.0	3.6	42.6	17.6
Disabled	43	100.0	30.8	51.3	15.4	2.6	17.9	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	466	99.8	18.8	40.2	37.4	3.6	41.0	17.6
English Proficiency								
Limited English proficient	5	80.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	461	100.0	18.3	41.1	37.1	3.5	40.6	17.6
Socio-Economic Status								
Subsidized meals	213	99.5	29.3	46.7	23.4	0.5	23.9	17.6
Full-pay meals	253	100.0	11.0	36.3	46.9	5.7	52.7	17.6

Mathematics								
All students	466	100.0	10.7	45.7	26.1	17.5	43.6	15.5
Gender								
Male	243	100.0	11.2	44.2	26.3	18.3	44.6	15.5
Female	223	100.0	10.2	47.3	25.9	16.6	42.4	15.5
Racial/Ethnic Group								
White	280	100.0	5.4	40.0	30.8	23.8	54.6	15.5
African-American	156	100.0	20.0	56.6	17.9	5.5	23.4	15.5
Asian/Pacific Islander	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	19	100.0	13.3	53.3	33.3	N/A	33.3	15.5
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	423	100.0	8.2	46.2	27.9	17.7	45.6	15.5
Disabled	43	100.0	35.9	41.0	7.7	15.4	23.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	466	100.0	10.7	45.5	26.0	17.9	43.8	15.5
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	461	100.0	10.1	46.0	26.3	17.6	43.9	15.5
Socio-Economic Status								
Subsidized meals	213	100.0	19.0	58.7	15.8	6.5	22.3	15.5
Full-pay meals	253	100.0	4.5	35.9	33.9	25.7	59.6	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	140	N/A	12.3	34.1	49.3	4.3	53.6
	Grade 4	165	N/A	12.3	39.3	41.7	6.7	48.5
	Grade 5	150	N/A	25.9	49.0	23.1	2.0	25.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	143	100.0	12.0	31.6	52.6	3.8	56.4
	Grade 4	151	100.0	18.0	39.6	36.7	5.8	42.4
	Grade 5	172	99.4	25.5	49.7	23.6	1.3	24.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	140	N/A	13.7	44.6	25.9	15.8	41.7
	Grade 4	165	N/A	15.2	27.4	29.9	27.4	57.3
	Grade 5	150	N/A	20.4	47.6	19.7	12.2	32.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	143	100.0	7.5	48.9	27.1	16.5	43.6
	Grade 4	151	100.0	6.5	43.9	30.2	19.4	49.6
	Grade 5	172	100.0	17.2	44.6	21.7	16.6	38.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 849)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.3%	Up from 2.5%	2.6%	2.4%
Attendance rate	95.9%	Down from 96.6%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	27.6%	Down from 28.9%	20.6%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.3%	No change	7.3%	8.0%
Older than usual for grade	0.7%	Down from 0.9%	0.8%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 63)				
Teachers with advanced degrees	38.1%	Up from 36.1%	52.6%	50.0%
Continuing contract teachers	81.0%	Up from 80.3%	90.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	89.4%	Down from 90.1%	88.4%	86.2%
Teacher attendance rate	95.8%	Up from 95.2%	95.5%	95.3%
Average teacher salary	\$40,638	Up 3.5%	\$40,663	\$39,909
Prof. development days/teacher	12.2 days	Up from 7.3 days	10.6 days	11.4 days

School				
Principal's years at school	1.0	Down from 13.0	5.0	4.0
Student-teacher ratio	19.1 to 1	Down from 19.9 to 1	19.3 to 1	18.9 to 1
Prime instructional time	90.6%	No change	90.2%	89.7%
Dollars spent per pupil*	\$4,849	Up 1.4%	\$5,577	\$5,892
Percent spent on teacher salaries*	69.7%	Up from 68.3%	66.8%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

At North Augusta Elementary School(NAE) our mission is to work cooperatively with parents and the community to promote academic success and critical thinking in a safe, challenging environment with high expectations in order to develop life-long learners. An experienced teaching staff with a caring commitment to students is the greatest strength of NAE. Professional development is sought and provided as teachers work to deliver meaningful instruction consistent with SC Standards and best teaching practices. Making sure that each child is guided to reach his or her full potential is our purpose.

As an Exemplary Writing School, NAE is focused on developing writing skills assisted frequently with technology. Idea development, inquiry, and written expression are encouraged in a variety of ways. Visiting authors, Poetry Alive and other presentations promote creativity. Publication and display of student compositions is evident throughout the school. Reading Academy, Soar to Success, Great Leaps, STAR Reading, Reading Together, Accelerated Reader and other incentives promote student success. Harcourt Math, Saxon Phonics, and Four Blocks Literacy are foundations of learning. Complementing the academic emphasis of Write Night and Math and Science Day are many opportunities for involvement. A morning news show and weekly television show are managed by students. Character development is an integral part of life at NAE.

Diversity is a strength. As a Title I school, North Augusta Elementary has a population of over 900 students consisting of a wide range of socio-economic and ethnic groups, including a significant Hispanic population. Parent and community support is important to us. Communication with all is promoted through weekly and nine-week newsletters, schoolnotes.com, the Homework Hotline, the NAE web site, and teacher/parent weekly and daily communications. Many enhancements, such as murals, have been provided through parent support. A recently completed project is the school-wide installation of sound field systems which focus student attention on the teacher's voice. Ensuring a positive and productive school climate with enjoyable learning experiences is our shared goal.

Angela Burkhalter, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.